

Commerce 3MD3
INTRODUCTION TO CONTEMPORARY APPLIED MARKETING
Winter 2023 Course Outline

Marketing Area
DeGroote School of Business; McMaster University

COURSE OBJECTIVE

This course introduces you to key marketing principles and concepts using a combination of discussions, lectures, reading materials and other learning tools. It then builds upon this with contemporary, real world case studies to develop your marketing analysis and decision-making skills. A major field project, which has student teams working with companies, is a critical part of this course.

INSTRUCTOR AND CONTACT INFORMATION

Class Times and Class Location:

Section C01 – Time: Monday, 2:30PM - 5:20PM, Location: DSB B105

Section C02 – Time: Tuesday, 11:30AM - 2:20PM Location: DSB B105

Dr. Zobia Jawed
Ph.D., M.Eng., MBA

Office Hours: by appointment

Course Website: A2L

COURSE ELEMENTS

Credit Value:	3	Leadership:	Yes	IT skills:	No	Global view:	Yes
Avenue:	Yes	Ethics:	Yes	Numeracy:	Yes	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Evidence-based:	Yes	Experiential:	No	Final Exam:	No	Guest speaker(s):	Yes

Note: all references in the first person in this syllabus refers to the Professor and “you” refers to the student registered for the course. Any updates to the syllabus will be posted in Avenue to Learn (A2L).

COURSE DESCRIPTION

The purpose of this course is to introduce students to key marketing principles and concepts and explore their practical applications in business situations. Case studies are used to give practice in analyzing opportunities, solving marketing issues, and preparing implementation plans. This course is taught through a combination of lectures, case discussions, readings, assignments and a field project.

COURSE DELIVERY

Learning Activities	Delivery	Description	Platform(s)
Case Discussions	Synchronous	Live discussion led by the professor	In-person as per university protocols
Lectures	Synchronous	Convey substantive concepts, guide project; group work and case analysis	In-person as per university protocols
Readings	Asynchronous	Students will read and prepare for in-class discussions	Required course pack. Posts in A2L.
Group Work	Asynchronous	Work in groups to complete case assignment, two oral presentations and marketing plan report:	At each group's discretion

(Note: All synchronous virtual sessions will be recorded, unless decided otherwise by the Professor)

LEARNING OUTCOMES

The course will help you to:

- 1) Learn the basic marketing principles and concepts
- 2) Understand the application of basic marketing concepts;
- 3) Develop basic skills in marketing analysis, decision and strategy formulation;
- 4) Test your skills in communicating analysis, conclusions, and recommendations; and
- 5) Understand the environmental, global, and ethical dimensions of marketing decision making given the dynamics of business markets and customer needs.

The primary course material will comprise of cases and other reading materials. These will be announced in class and/or A2L.

EVALUATION

Components and Weights

A.	Individual quiz and assignments		15%
B.	Class Contribution		20%
C.	Group Case Assignment		15%
D.	Field Project, Marketing Plan		50%
	1. In-class Interim Presentation	10%	
	2. In-class Final Presentation	15%	
	3. Field Project Final Report	25%	
TOTAL:			100%

Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme.

LETTER GRADE	PERCENT	LETTER GRADE	PERCENT
A+	90 - 100	C+	67 - 69
A	85 - 89	C	63 - 66
A-	80 - 84	C-	60 - 62
B+	77 - 79	D+	57 - 59
B	73 - 76	D	53 - 56
B-	70 - 72	D-	50 - 52
		F	00 - 49

INDIVIDUAL WORK

As much as 35% of the total marks in this course will be assessed on individual work. A number of concepts, ideas and applications will be explored and learned during the semester. There is no assigned textbook for the class. Instead, I will assign additional readings as background material in the form of slides and articles. This means, while a major part of the learning will be done in class through lectures, discussions and other means, you will have to be diligent in terms of staying current with the assigned readings. Sometimes some students may find it challenging to understand certain concepts in these readings. In such cases you are expected to approach either I (the Professor) or the TA with specific questions.

It is important to note that while these additional readings will coincide with cases and are expected to help develop your marketing competency to some extent, their content is not meant to be narrowly applicable for solving the case for the week. By nature, business cases require you to bring a broader perspective than can be contained neatly in any narrowly defined lecture notes.

There are two parts to the Individual work – Individual Quiz and Assignments (15%) and Class Participation and Contribution (20%)

A. INDIVIDUAL QUIZ AND ASSIGNMENTS (15%)

There will be **up to two quizzes**. These could be in real-time or as take-home. There may also be **individual assignments**, at the discretion of the professor. Unless announced otherwise, the quizzes will cover all materials and concepts covered earlier in class, and thus, will not be cumulative (i.e., the syllabi for a quiz will only cover materials after the last quiz). The quizzes will comprise of any or all of the following - multiple choices, short answer questions, calculations, cases, and essays. Please note that you are expected to stay abreast of the class discussions and readings on a weekly basis. Typically, the notification of a Quiz will be made on the preceding week and details announced in A2L. Unless announced otherwise, all submissions will be done via A2L.

B. CLASS PARTICIPATION AND CONTRIBUTION (20%)

Marketing is not a spectator sport. You learn more by doing than by watching.

We believe that highly interactive environments stimulate idea generation, enhance communication skills, improve analytical processes, foster collaborative networks, test assumptions, and in general make learning a fun experience! This is also the time and place to develop the assertiveness and communication skills that are necessary for success in business. Consequently, we value and reward contribution. In-class case analyses, exercises, discussions, and group work are the opportunities for participating and contributing. For our marketing class, this means:

- Being prepared for class discussion – demonstrate good knowledge of case content
- Offering case analysis in a critical and constructive manner
- Eager / willing to debate issues using logic and integrating knowledge of basic marketing concepts; Listen and react to comments made by other students
- Your ability to communicate clearly (i.e., quantity of dialogue is not the same as quality)
- Demonstrate initiative to bring new and relevant knowledge to case / class discussion
- Active participation in completing class exercises and assignments, which will include quantitative problems
- Working effectively in your group project.

Absence from class is a serious matter since you obviously can't participate if you're not there. If there are legitimate reasons for you to miss class, check the rules pertaining to missed academic work in the section titled "REQUESTING RELIEF FOR MISSED ACADEMIC WORK".

The participation marks will comprise of *attendance*, *actual verbal participation*, *participation related assignments*, and *in-class group work*, when applicable. The marks by the T.A./Professor will map to their assessment of the quality of the contribution. The maximum participation grade one can get in a group class exercise will be proportional to the degree of the individual effort component involved in the exercise, as determined by the Professor. The key to high contribution grades is making a quality contribution to every class.

I expect you to be punctual. Keep in mind that joining late and leaving during an ongoing class can be disruptive. Disruptive activities that impede learning or reduce the value gained by your

classmates from the course constitute "**negative class participation**". I expect you to treat me and your fellow students with respect and in a professional manner at all times.

Through the term, I will adopt different designs to ensure easier participations. This could include, but would not be limited to, splitting the class into different cohorts, group work etc.

Participation marks will be posted every week or every other week. If you are concerned, see the TA and then come to see me within two weeks of the class. No changes to class participation marks for the week will be made after that. There are ways I can help you to participate more effectively if your marks are low, so do not hesitate to reach out.

Please Note: For classes that are held virtually, you will need to keep your camera on for participating in class discussions.

GROUP WORK

Groups will consist of four to six people (pending any exceptions or restrictions made by me given class numbers, or other considerations). All members should be attending the same section to facilitate the group activities planned in the first few weeks. See the syllabus Appendix in Avenue for forms and other relevant materials referred to here

NOTICE OF INTENT / GROUP SIGN-UP FORM

- **Upload in A2L by the deadline. See later for Submission Deadlines.**

PEER EVALUATIONS

65% of your mark in this course is teamwork so choose your fellow group members wisely. To encourage equal contribution, peer evaluation will be used to assess each member's work. Groups are encouraged to set some ground rules and expectations early in the term and to have a short feedback session following the completion of each assignment so that individuals are made aware if their input is less than expected by their team.

The following deadlines regarding the peer evaluations need to be followed, unless I instruct you otherwise

- **Due: Upload an interim peer evaluation form in A2L by the deadline. See later for Submission Deadlines.**
- **DUE: Upload a final peer evaluation form in A2L by the deadline. See later for Submission Deadlines.**

THESE TWO EVALUATIONS NEED ONLY BE SUBMITTED IF THE DISTRIBUTION IS NOT EQUAL, AND MUST BE SIGNED BY ALL, OR A CONFIRMATION SENT BY EACH MEMBER USING THEIR MCMASTER EMAIL ACCOUNT. (If you fail to do so, the professor will assign your evaluation marks as per his discretion based on information at his disposal.)

The result of this peer evaluation process should be a true reflection of each group members' contribution to the project. You will be expected to resolve any residual conflict using the principle of FAIRNESS.

Some members (i.e., those that contribute the most to the process) may find that their overall grade will go up because of the peer evaluation. Others may find that their overall project grade will go down. NOTE: GRADES GO UP BY NO MORE THAN TWO GRADE POINTS PER STUDENT

IF THE ACHIEVED SCORE IS B OR LOWER; IF YOUR ACHIEVED SCORE IS B+ OR HIGHER THE RATINGS CAN ONLY ADD ONE GRADE POINT TO YOUR MARK IN THE COURSE.

Others may find that their overall project grade will go down - NOTE: THE PEER EVALUATION PROCESS CAN IMPACT YOU NEGATIVELY WITH NO CAP ON THE GRADES YOU CAN DROP.

We recommend that this reward system be discussed during the first group meeting.

Past experience with groups has shown that most troubles arise because (a) individuals do not respect the group process, and (b) there is lack of proper communication among group members. The first group meeting should happen in the first two weeks. At this meeting, you might want to choose a group coordinator who will facilitate the work. This is also a good time to set the parameters for group work such as: when the group will meet, attendance at group meetings including punctuality, and preliminary assignment of tasks. You should also make a calendar of all “good” and “bad” times for the group (i.e., when group members have commitments to work, tests, major assignments, social commitments, holidays, etc.). The worst thing you can do is surprise your group with a long-standing commitment at the last minute.

C. GROUP HAND-IN CASE ASSIGNMENT (15%)

CASE: TBA

- DUE: Upload the Group Case Assignment in A2L by the deadline, See later for Submission Deadlines.

IMPORTANT: Unless the professor instructs you otherwise, **the format/structure of the hand-in case is given in the Appendix titled: FORMAT OF HAND-IN CASE WRITE-UP**

Your case write up should be no more than ten pages plus any appendices that you choose to include. Appendices consist of information that supports the body of your report but is too detailed or voluminous to include in the body. This is where any detailed strategic domain analysis, financial analysis, segmentation grids, decision matrices should be housed. Appendices not referenced in the body of the report will not be marked.

The outcome of a good marketing case analysis and report is a marketing program that addresses the major and minor issues reported in the case.

D. FIELD PROJECT, MARKETING PLAN (50%)

- DUE: Upload the Group Case Assignment in A2L by the deadline, See later for Submission Deadlines.

Each group of students will work with a “client” who needs a marketing plan completed. Students are strongly encouraged to develop their own leads. In some instances, we are able to identify a number of businesses that would like to work with a group to complete a plan, but such is not guaranteed. In either case, you will need my approval for your proposed project.

There are three **group assignments** for this: two group presentations, and the final field project report (marketing plan).

Group Presentations (10% + 15%):

All group members must participate in the presentations. The presentations and resulting discussion period are an opportunity for you to receive feedback and criticisms from me and others in the class prior to either continuing with the marketing plan development or submitting the plan to the client and the professor.

Interim Presentation (10%)

- During the first presentation, the group will present background information about the client and its current marketing practices along with an overview on competition.
- **15 minutes for the interim presentation** (including discussion or Q & A, and any additional time at my discretion).
- The group must submit the PowerPoint slides of the presentation.
 - **DUE: IN CLASS (ORDER OF GROUP PRESENTATIONS TO BE DECIDED).** See later for Submission Deadlines.

Final Presentation (15%):

- The second presentation will consist of a formal presentation of the marketing plan to the entire class (and perhaps the client).
- **20 minutes for the final presentation** (additional five minutes will be kept aside after each presentation for Q & A / discussion or critique, at my discretion).
- The group must submit the PowerPoint slides of the presentation.
 - **DUE: IN CLASS (ORDER OF GROUP PRESENTATIONS TO BE DECIDED).** See later for Submission Deadlines.

IMPORTANT: Unless the professor instructs you otherwise, the two presentations will be made in real time using either the class' remote platform (e.g. Zoom) or in-person – as per the relevant protocols of the university. The **relevant details of the presentations are given in the Appendix** titled: **GROUP PRESENTATION DETAILS.**

Final Field Project Report (25%):

- **DUE: Upload the Final Project Report n A2L by the deadline, See later for Submission Deadlines.**

IMPORTANT: Unless the professor instructs you otherwise, **the format/structure of the hand-in case is detailed in the Appendix** titled: **MARKETING PLAN STRUCTURE.**

Students must submit a **marketing plan** that is well organised, well written, accurate, and complete in its analysis. Clarity and conciseness are important. First class plans contain: no grammatical errors, no spelling errors and no uncorrected typographical errors.

The marketing plan written in this course is expected to have met the same high standards as a plan prepared for the management of a major company. Remember, these marketing plans are written to aid management in making a decision leading to the implementation of a particular strategy. The managers in question are familiar with the facts of the case and probably have an idea of the various alternatives that should be considered. Your marketing plan should not merely

repeat existing knowledge. It should develop the information on opportunities and constraints in a manner that illustrates the depth of your understanding of the issues and reassures your reader that reasonable alternative strategies have been considered. It should convince the reader that the chosen solution is the appropriate one.

Providing the written plan is a very different task from the analysis that must precede it. In most instances, the same framework employed in your analysis cannot be used for your plan. The purpose of the framework for analysis was a problem solving structure while the purpose of your written plan is the communication of your results. Also, the marketing plan is written for a particular purpose and person. The style of presentation, language usage and organisation should be suitable for that purpose and person. Do not write the marketing plan to your instructor. Business writing differs from expositional, literary writing in that it is more action oriented and provides an account of an opinion or decision. Your marketing plan is not an essay or interpretative literary composition; its purpose is to inform and persuade. Students may find that they are required to assume a more reportorial, analytical, objective voice and style of writing.

Note:

1. DETAIL IS EXTREMELY IMPORTANT
2. REPORT TRENDS AND FORECASTS
3. THE DEPTH OF YOUR ANALYSIS DEPENDS ON THE DEPTH OF THE RESEARCH YOU CONDUCT
4. LINK UP 4P's TO ANALYSIS AND SOLUTIONS TO PROBLEMS.
5. "TO DO MORE RESEARCH" IS NOT AN ACCEPTABLE SOLUTION.

COMMUNICATION

Students who wish to correspond with instructor or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of the information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Area Administrative Assistants.

FEEDBACK

You will get feedback for at least 10% of your grades by Week #9. You are welcome to talk to the TA for questions about your grades and then approach me for residual clarifications.

I also engage students informally to understand your learning patterns and assess if and how to adjust my teaching style for the term. Do not hesitate to share your thoughts and perspectives. I have many years experience teaching students like you, in commerce and other academic programs. Many of them are now in senior management positions. **So, I generally have a good grasp on both your "pain-" as well as "comfort- points" and will understand where you are coming from.**

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g., the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations

AUTHENTICITY/PLAGIARISM DETECTION

In this course we will use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g., A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to www.mcmaster.ca/academicintegrity .

ONLINE COURSE COMPONENTS

In this course we will be using emails, Avenue to Learn (A2L), Web pages, Twitter, Zoom, MS Teams, WebEx etc. Students should be aware that when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

ONLINE PROCTORING

This course may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

Students may request relief from a regularly scheduled midterm, test, assignment or other course components. Please refer to the policy and procedure on the DeGroote website at the link below.

<http://ug.degroote.mcmaster.ca/forms-and-resources/misled-course-work-policy/>

Note:

The relevant McMaster Student Absence Form (MSAF) rules require the students to follow up with the “instructor right away to discuss how you can make up the marks.” For such MSAF absences, unless decided otherwise by me, I will use the following make up rules by default.

- (a) For up to two missed classes (with MSAF) where class participation (CP) is assessed, I will redistribute the missed CP marks over other classes where CP is assessed.
- (b) If you miss more than 2 classes where CP is assessed, I will not redistribute the marks, but will hold a separate individual exam for the cumulative missed marks at the end of the term. I will make no further accommodation if you miss this make-up exam.
- (c) If you miss assignments worth less than 3% (with MSAF), I will redistribute the missed marks as CP marks over classes where CP is assessed.

- (d) If you miss any in-class quiz or assignments worth 3% or more (with MSAF), I will not redistribute the marks, but will hold a separate individual exam for the cumulative missed marks at the end of the term. I will make no further accommodation if you miss this make-up exam.
- (e) If you miss any of the group presentation components (with MSAF), I will not redistribute the marks, but will hold a separate individual exam for the cumulative missed marks at the end of the term. I will make no further accommodation if you miss this make-up exam.
- (f) The make-up exam will be a cumulative exam meant to test your comprehensive understanding of the course. The content of the make-up exam will include any one, or more of, Cases, essays, short answers, multiple choice and calculations.

Please note that the part of the Policy pertaining to Final Exams will apply to the Group Case and the Final Field Project. (From the policy: “missed final examinations are typically rescheduled to be written during the following term’s Reading Week”).

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities policy](#).

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS, OR SPIRITUAL OBSERVATIONS (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO policy](#). Students should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

POTENTIAL MODIFICATIONS TO THE COURSE

The instructor reserves the right to modify elements of the course during the term. Reasonable notice and communication will be given to the students with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

EXTREME CIRCUMSTANCES

The university may change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

RESEARCH USING HUMAN SUBJECTS

All researchers conducting research that involves human participants, their records or their biological material are required to receive approval from one of McMaster's Research Ethics Boards before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant policies is a research misconduct matter. Contact these boards for further information about your requirements and the application process.

McMaster Research Ethics Board (General board): <https://reo.mcmaster.ca/>

Hamilton Integrated Research Ethics Board (Medical board): <http://www.hireb.ca/>

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in **Commerce 3MD3** will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

A NOTE ON GRADING

The evaluation to determine a grade is based on the quality of the submission. There is a bit of subjectivity in this evaluation as with most evaluations in social sciences. However, our experience indicates that there is a "standard" answer that defines the relevant concepts, makes a logical argument, and uses relevant examples where required. For problem solving, the "standard" answer involves identifying the issues, analyzing the facts and making relevant recommendations. Generally, this type of submission demonstrates basic understanding of course material and deserves a B.

Submissions that demonstrate unique insights and provide a comprehensive understanding of the concepts/issues get rewarded accordingly with a B+, A-, A, A+. In interpreting the final grades, please keep in mind that submissions are evaluated absolutely and relatively. Reports are evaluated absolutely, according to the requirements. Reports are also evaluated relative to one another to form a ranking from the best to the least good.

SUBMISSION DEADLINES

The following are the deadlines for submission of materials for this course. Late submissions will receive a **ZERO**. There are many contingencies that can arise, be it personal, weather, infrastructural or otherwise. While one can never completely think ahead to cover for such contingencies, successful businesses and business people do plan to avoid or prevent these things. One way to deal with these is to build “slack” into any project schedule.

Item	Date	Time	Submit to?	Mandatory?
Notice of Intent /Group Signup Form	Jan 27	11:59 PM	A2L	Yes (Group)
Quizzes and Assignments	TBD	TBD	A2L	Yes
Interim Presentations (Sections 1 and 2)	Feb 13 Feb 14	TBD	In-class	Yes (Group)
Group Hand-in Case (Sections 1 and 2)	Mar 5	11:59 PM	A2L	Yes (Group)
Interim Peer evaluations	Mar 5	11:59 pm	A2L	Optional
Final Presentations (Sections 1 and 2)	Mar 27, 28 Apr 3,4	TBD	In-class	Yes (Group)
Final Field Project (Marketing Plan)	Apr 9	11:59 PM	A2L	Yes (Group)
Final Peer evaluations	Apr 9	11:59 PM	A2L	Optional

IMPORTANT : Policies at the university are updated from time to time. The general policies above were in effect at the time of writing them. Please check with the Professor and he/she will be able to guide you to appropriate resources to check if there have been changes.

COURSE SCHEDULE

Wk	C01	C02	Lecture and Case	Sample Broad Topic / <i>Deadline</i>
1	9-Jan-23	10-Jan-23	Introductions.	Course Overview Introduction to Marketing Marketing; Intro to Cases;
2	16-Jan-23	17-Jan-23	Lecture and Discussions Case: TBA	Basics – Marketing and Marketers Marketing Plan <i>Complete formation of groups</i>
3	23-Jan-23	24-Jan-23	Lecture and Discussions Case: TBA	Marketing Strategy and Tactics Market Segmentation <i>Notice of Intent / Group Sign-up Form Due (Jan 27, 11:59 pm)</i>
4	30-Jan-23	31-Jan-23	Lecture and Discussions Case: TBA	Consumer Behaviour Brands <i>Final Approval of Term Projects</i>
5	06-Feb-23	07-Feb-23	Lecture and Discussions Case: TBA	Marketing Research Communications <i>Group Case Announced</i>
6	13-Feb-23	14-Feb-23	Interim Presentations	Interim Presentations for Field Project
7	20 Feb-23	21-Feb-23	NO CLASS	MID-TERM RECESS
8	27 Feb-23	28-Feb-23	Marketing Plan Discussions	Group Project Discussions <i>Group Case Due (Mar 5th, 11:59 PM)</i>
9	06-Mar-23	07-Mar-23	Lecture and Discussions Case: TBA	Pricing Strategy
10	13-Mar-23	14 Mar-23	Lecture and Discussions Case: TBA	Product Strategy
11	20-Mar-23	21-Mar-23	Lecture and Discussions Case: TBA	Promotion Strategy
12	27-Mar-23	28-Mar-23	Final Presentations	Final Presentations for Field Project
13	03-Apr-23	04-Apr-23	Final Presentations	Final Presentations for Field Project
				<i>Final Report Due Apr 9, 11:59 PM</i>

IMPORTANT NOTE: Part of the weekly classes would sometimes be assigned for group work sessions to work on either the hand-in case or on the final project. The above schedule is to be considered tentative and can be changed by the professor during the semester. You will be given advance notice if such a change is made.